

# PROCEEDING



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UNIVERSITI TEKNOLOGI MALAYSIA



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*Contribution of  
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and Humanities  
in National  
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- Management
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# Foreword

Assalamualaikum, salam sejahtera, selamat datang and welcome to The International Conference on Social Sciences and Humanities 2018. Thanks to God who has given us His grace and His permission to our meeting this time.

The International Conference on Social Sciences and Humanities 2018 (PSSSK 2018) is the first ever conference organized by the Department of Human Resource Development (JPSM) Faculty of Management. This conference is a first step in pioneering the relationship between JPSM, Faculty of Management and the State University of Makassar (UNM), Indonesia, in academic, research, culture and social. The main purpose of PSSSK 2018 is to provide an opportunity for postgraduate students from both universities to present their research results throughout their studies at their respective universities.

Additionally, all academics from both universities are most welcome to present their paperwork or research findings. PSSSK 2018 also targets academic members and scholars to submit papers or research findings as an insertion paper to be published in the proceedings of the conference. In other word, PSSSK 2018 is one of the ideal platforms for students and academics from both universities to share their views and experiences in areas related to Social Sciences and Humanities.

To more be specific, the conference has 3 objectives. First, to provide opportunities for UTM and UNM postgraduate students to present their research findings. Second, to provide academic discussion platforms to speakers and participants on issues related to Social Sciences and Humanities; and third, to establish a scholarly relationship among lecturers, students, guesses, authors, researchers from various universities who participate in the conference.

For information, a total of 59 papers have been successfully compiled in this conference proceeding. Of these, 43 papers have been presented, while 16 papers were inserted. These papers encompassed with the themes i.e. philosophy, psychology, human resource development, history, management, communication, sociology, politics, leadership, statehood, service and public administration.

On this occasion, we would like to appreciate and thank to the audiences, article's authors and presenters. May you continue on producing quality articles in the future as a contribution to the community and the country. Without forgetting, we would like to express thanks to the committee members who has very high commitment in making this conference successful. Only Allah can repay you all, and be some lasting contributions *amal jariah*, *Insha Allah*. We also apologize if there are any shortcomings and weaknesses during the conference. All feedbacks are most welcome.

Thank you again and wassalamualaikum.

# List of Editors

Dr Mohd Nasir bin Masroom

Dr Wan Mohd Azam bin Wan Mohd Yunus

Dr Zulkifli bin Khair

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# **An Evaluative study on Prose Textbook (EFL Curriculum and Need Analysis)**

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**Abstract:** The English for Academic Purposes should be evaluated regularly in order to consider on students' future needs and create effective learning English. The objectives of this study are: to reveal the extent of Prose textbook in gaining the students' needs, and to investigate the changes that should be made to Prose textbook in order to meet the needs of the fifth semester Students of English Program Study of FKIP UKI Toraja. The research revealed that The textbook does not meet the students' needs in Learning Prose of the fifth semester Students of English Program Study of FKIP UKI Toraja, and The changes that should be made to Prose textbook in order to meet the needs of the fifth semester Students of English Program Study of FKIP UKI Toraja are: Layout and Design of the Prose textbook, the suitability of the pictures used in the Prose textbook, Subject and Content of the Textbook, Suitability Prose Book in Context.

**Keywords:** Evaluative study, Prose Textbook, EFL Curriculum, Need Analysis.

## **1.0 Introduction**

The process of curriculum development is a dynamic process involving interrelated elements of needs analysis, goals placement, implementation, and program evaluation (Richards, 2011). In the evaluation of the existing curriculum can gain many benefits. In accordance with Jackson (2005), curriculum evaluation is undertaken in order to ensure that the learners' needs are adequately addressed. The English for Academic Purposes should be evaluated regularly in order to consider on students' future needs and create effective learning English.

In purposes of gaining students' future needs of English for Academic Purposes (EAP), the evaluation also should consider students' needs on learning and language. As Makarova (1997) states, in a curriculum based on learner-centered approaches, a greater role is defined for the learner's in the process of learning and teaching; which will cause students' greater interest and motivation toward language learning.

The needs assessment in an EAP is mainly carried out in order to obtain a deep insight and a greater input about the current and future needs of language learners from multiple perspectives: subject teachers, present and former students to assist in making well-advised decisions on the objectives and the goals that the new curriculum should address and to ensure that the curriculum content matches the students' needs as closely as possible (Cowling, 2007).

Textbook is very significant as the sources of material in teaching English as a foreign language. It also contains the language skills and language elements, that very useful for learners to improve their linguistics competence. Moreover, in textbook provides exercises that can train the students to do the task in order to measure their learning goals. Richards (2011) argues that in some contexts, textbooks may provide the ground for the content of the lessons, and the type of linguistic practice the learners engage in.

Evaluation of the English Language Curriculum is very significant. It aims to update the aspects of textbooks based on the context. Moreover, Indonesia is one of the best tourist destination and the society need to communicate and as the host of their guest. Producing the native-like speaker in that situation is very necessary. In that situation societies need to consider in welcoming the ASEAN Economic Community. Therefore, English competence must be increased as well, and one way is evaluating the curriculum. Based on the situation above, in this paper presented the evaluation of Prose Curriculum and Need Analysis.

## **2.0 Literature Review**

### **2.1 The evaluation of the Textbook**

Textbook evaluation exists for several reasons. Sheldon (1988) proposed that selection of an English language-teaching textbook often marks a significant a managerial and educational decision. Deep evaluation enables administrative and teaching staff of an organization to make a distinction between all available textbooks in the markets.

Mohammadi and Abdi (2014) investigated one of the textbooks (Top Notch) which is used in some of the Iranian English language institutions. It was shown that although the textbook had some shortcomings, it had met students' needs and it could be a good book in the hand of a good teacher. While, Rahimpour, (2011) researched about Textbook Selection, and Evaluation in EFL Context. The results indicated that the textbooks are not acceptable from the teachers' point of view considering their five sections, their physical make-up, and some practical concerns

Sheldon (1988) stated several reasons for Evaluation of the textbook. He suggests that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. A thorough evaluation, therefore, would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks on the market (David, 2001).

Cunningsworth (1995). Daoud and Celce-Murcia (1979), information on textbook selection is useful since it is sometimes part of the ESL/EFL teacher's responsibility to select the textbook she/he will use in a given class. Ellis (1997) declare that textbook evaluation helps teachers move beyond impressionistic assessments and it helps them to acquire useful, accurate, systematic, and contextual insights into the overall nature of textbook material. Tomlinson (2001) contends that textbook evaluation, on the other hand, is an applied linguistic activity through which teachers, supervisors, administrators and materials developers can make sound judgments about the efficiency of the materials for the people using them.

### 3.0 Methodology

#### 3.1 Participants

The participants of this research consisted of 200 students of the fifth semester students of English Program study of FKIP UKI Toraja. The textbook that was evaluated called “Prose”, one of the main courses at English Program Study of English Study Program of FKIP UKI Toraja.

#### 3.2 Instruments

The instrument used in this research is questionnaire. The questionnaire consisted of three scales, they are: high, mid, and weak. This questionnaire was prepared by Lembaga Penjaminan Mutu (LPM) UKI Toraja. This questionnaire consisted of fourteen items that aims to know how the students experiences on using the book of Prose. The item of each questionnaire was related to need analysis issues such as layout and design of the book.

#### 3.3 Data Analysis

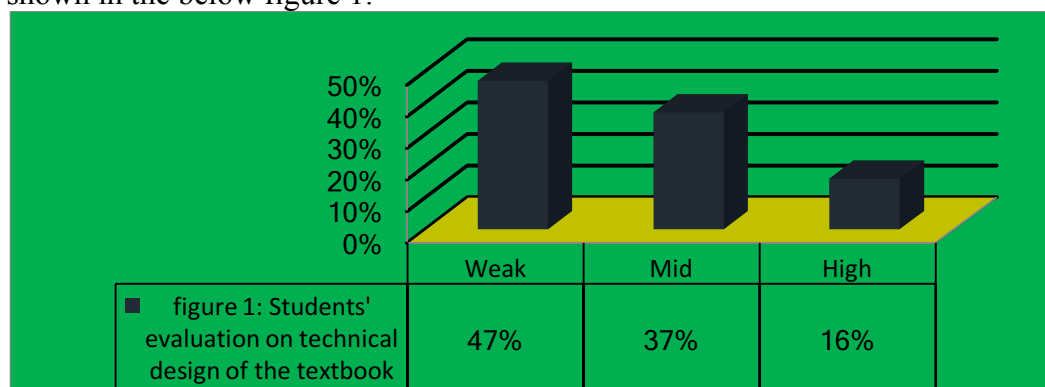
After giving the instrument of questionnaire to the students, the writer collected and analyzed through percentage and frequency. Then, the writer ranked the students response based on the level of high, mid, and weak.

### 4.0 Discussion

After analyzing the data from questionnaire, the writer provided the result and discussion of the research as following description.

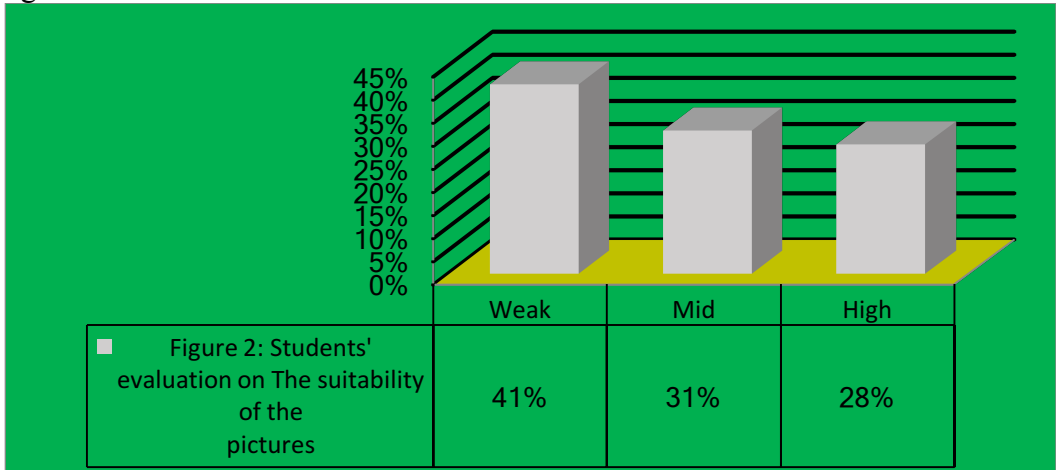
#### 4.1 Layout and Design of the Prose textbook

Students’ evaluation on technical design of the Prose textbook revealed that there were 47% of the students evaluated the technical design of the textbook units as "low", while 37% of the students evaluated as "mid", and only 16% of the students evaluated as "high". This can be shown in the below figure 1:



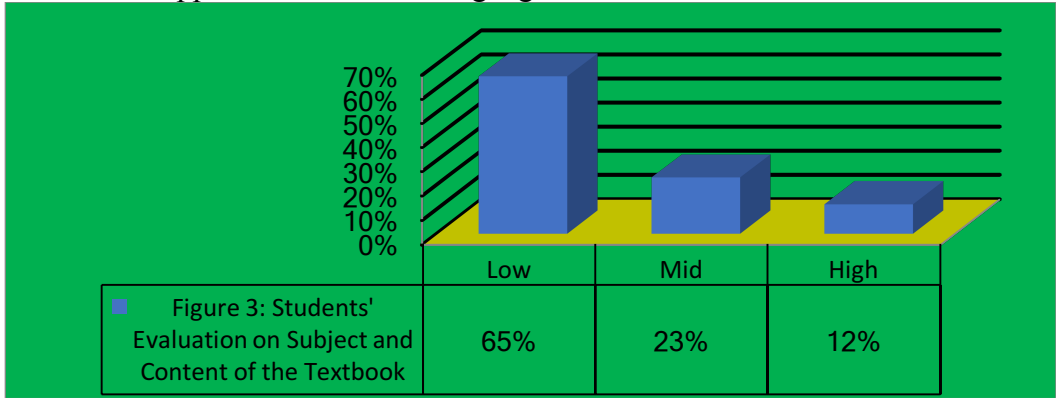
About the suitability of the pictures used in the Prose textbook, the majority of students believed that the textbook has not adequate explanatory pictures and a diversification of pictures. There were 41% of the students evaluated the book as having a low degree of internal

organization and layout, 31% as “mid”, and 28% as “high”. This can be shown in the below figure 2:



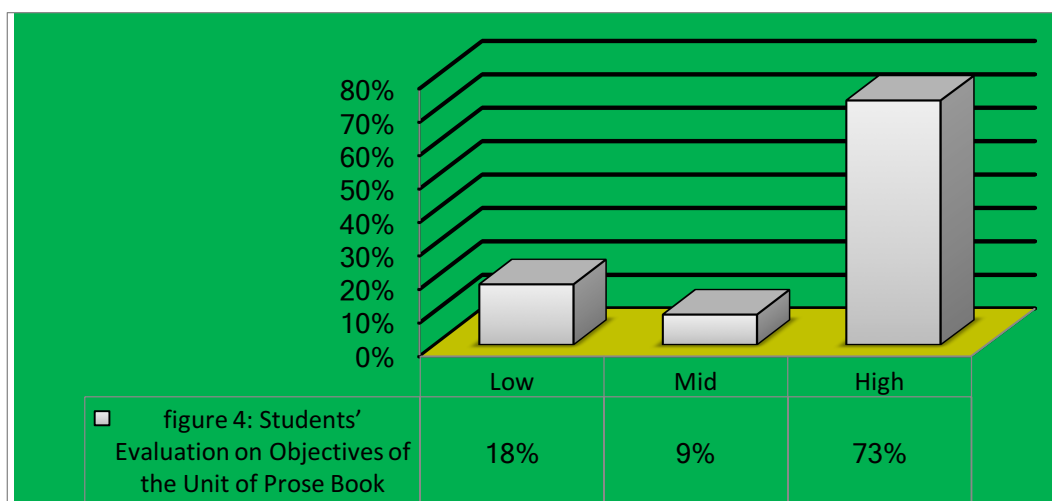
### Subject and Content of the Textbook

Students’ evaluation on Subject and Content of the Textbook revealed that there were 65% students stated “low”, 23% stated “Mid”, 12% stated “High”. It meant that The Prose Book was still not applied all skills and language elements. This can be shown in the below figure 3:



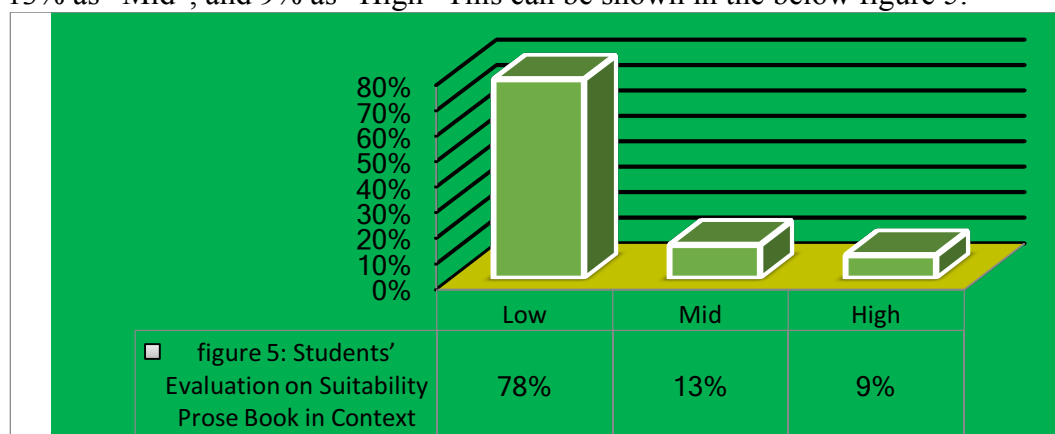
### Students’ Evaluation on Objectives of the Unit of Prose Book

In the terms of Objectives of the Unit of Prose Book, there were 73% evaluated the objective of this book as “high”, 18% as “Low”, and 9% as Mid. This can be shown in the below figure 4:



### Students' Evaluation on Suitability Prose Book in Context

In the term of contextual material, there were 78% students evaluated that this book is “low”, 13% as “Mid”, and 9% as “High” This can be shown in the below figure 5:



In accordance with Jackson (2005), curriculum evaluation is undertaken in order to ensure that the learners' needs are adequately addressed. The English for Academic Purposes (EAP) curriculum should undergo continuous evaluation and renewal in order to make it effective and responsive to the future needs of the learners. From the result above, it is obvious that the textbook does not meet the students' needs in Learning Prose. The changes that should be made to Prose textbook in order to meet the needs of the fifth semester Students of English Program Study of FKIP UKI Toraja are: Layout and Design of the Prose textbook, the suitability of the pictures used in the Prose textbook, Subject and Content of the Textbook, Suitability Prose Book in Context.

## 5.0 Conclusion

Based on the discussion in this research, the writer formulated the conclusion of the research as follow:

- i) The textbook does not meet the students' needs in Learning Prose of the fifth semester Students of English Program Study of FKIP UKI Toraja.

- ii) The changes that should be made to Prose textbook in order to meet the needs of the fifth semester Students of English Program Study of FKIP UKI Toraja are: Layout and Design of the Prose textbook, the suitability of the pictures used in the Prose textbook, Subject and Content of the Textbook, Suitability Prose Book in Context.

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